DOCUMENT RESUME

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ABSTRACT

The materials status report for Hausa is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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ED262667

Language/Area Reference Center

Materials Status Report

HAUSA

November, 1985

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Center For Applied Linguistics
1118 22nd Street, NW
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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

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Language, dialects, standards. Hausa is recognized as one of three official languages in Nigeria. It is also spoken in Niger, Ghana, Togo, Cameroon, Burkina Faso, Senegal, Benin, Chad, Libya and Sudan, and is widely recognized as a powerful lingua franca, spreading via trade at the expense of some of the local lingua francas. The many dialects may be broken down as follows: Eastern Hausa (Kano, Katagum, Hadejiya); Western Hausa (Sokoto, Katsina, Gobirawa, adarawa, Kebbawa, Zamfarawa); and North Hausa (Arewa). The standard written and oral dialects are based on the Kano dialect. While the dialects are mutually intelligible, Hausa is not mutually intelligible with any other language, though is some relationship with Arabic and Tamashek.

Writing system. Hausa has standardized writing systems in both the Arabic and Roman scripts.

Production of written language. Standard Roman alphabet typewriters are adaptable for use in representing Hausa. Typesetting exists, and computer type fonts can be put together using Proofwriter software.

Difficulty for English-speaking learners.

Phonology: High and low tones, rarer falling tone; long/short vowels; geminated consonants; glottalized consonants; intonation.

Syntax: Not terribly different from English; Hausa is an SVO language.

Vocabulary: Cognates with Arabic and Hebrew remotely; many borrowings from English.

Writing system: Roman or Arabic script, the written language does not fit the spoken language well.

Usable existing texts.

Basic level: Hodge, Hausa; Basic Course, 1963.
Kraft, Introductory Hausa, 1973.
Skinner, Hausa Language Course, 1973.

Advanced level: Kirk-Greene, Modern Hausa Reader, 1967.
Kraft, Hausa Reader, 1973.
Rattray, Hausa Reader, 1969.
Skinner, Hausa Readings, 1968.

Usable existing texts, cont.

Refresher-Maintenance: none
Reference: Abraham, Modern Hausa, 1941.
Galadanci, Introduction to Hausa Grammar, 1976.
Skinner, Hausa Grammar, 1982.
Smirnova, Hausa Language, 1982.

Dictionaries: Abraham, Dictionary of the Hausa Language, 1962.
Newman, Sabon Kamus na Hausa Turanci, 1977.
Skinner, Hausa-English Pocket Dictionary, 1968.
, Kamus na Turanci da Hausa, English-Hausa, 1965.

Electronic: none

Native speaker availability in the U.S.

Many native speakers in the U.S., and a large number of them are acquiring linguistic training. Such native speakers are easy to find by contacting the various African Studies Centers around the country.

Hausa classes, programs. Boston University, Columbia, Indiana, Michigan State, Northwestern, Stanford, Suny-Buffalo, UCLA, University of Illinois-Urbana, Pittsburgh, University of Texas-Arlington, University of Wisconsin-Madison, West Virginia University, Yale.

Linguist resources: Among the many in the U.S. are Stanley Cushingham, Ivan Dihoff, Yale; David Hofstad, Voice of America; Carleton Hodge, Indiana; Margaret Kraft, Charles Kraft, Pasadena, CA; Alan Kaye, California State University-Fullerton; Mario Kidda, University of Illinois-Urbana; Beverle Lax, University Wisconsin-Madison; William Leben, Stanford; Mona Lindau, UCLA; Brian McHugh, UCLA; Paul Newman, Roxana Ma Newman, Indiana; Edward Powe; Russell Schuh, UCLA; Neil Skinner, Wisconsin-Madison; Susan Stucky, Stanford.

Basic Level Teaching Materials

Cowan, J. Ronayne and Russell G. Schuh. Spoken Hausa. Ithaca, NY: Spoken Language Services, 1976. [PL8232.C6]

Hodge, Carleton T. and Ibrahim Umaru. Hausa; Basic Course. Foreign Service Institute. Washington, DC: US Govt. Printing Office, 1963. [PL8232.U6] [399]

Kraft, Charles H. and Marguerite Kraft. Introductory Hausa. Berkeley, CA: University of California Press, 1973.

Kraft, Charles H. and A.H.M. Kirk-Greene. Teach Yourself Hausa. London: Teach Yourself Books, 1973. [394p] [PL8231.K7]

Murphy, John D. An Inductive Reader of Newspaper Hausa: Text, Translation and Glossary. Bloomington, IN: Indiana University, 1968. 2 v.

Skinner, Neil. Hausa Language Course. Madison, WI: Dept. of African Languages and Literature, U. of WI, 1973. [PL8232.S56] [125 lvs.]

. Hausa for Beginners. London: University of London, in association with Gaskiyya Corporation. Zaria, Nigeria, 1968. [PL8232.S551968] [76p]

Turanci, Hanyar. Key to Hausa: Beginner's Guide to Hausa and English. Zaria, Nigeria: Northern Nigerian Publishing Co., 1969. [PL8231.K4]

II. Advanced Level Teaching Materials

Abraham, Roy Clive. Hausa Literature and The Hausa Sound System. London: University of London Press, 1959. [186p]

Ahmed, Umaru and Bello Daura. An Introduction to Classical Hausa and The Major Dialects. Zaria, Nigeria: Northern Nigeria Publishing Co., 1970. [136pp] [PL8231.A35]

Bagari, Dauda M., William R. Leben, and Faye McNair Knox. Manual of Hausa Idioms. Palo Alto, CA: Stanford University NDEA Center for African Language and Area Studies, 1976.

Kirk-Greene, A.H.M. and Yahaya Aliyu. A Modern Hausa Reader. London: University of London Press, 1967; New York, NY: D. McKay Co., 1967. [PL8232.K5] [143p]

Kraft, Charles H., comp. A Hausa Reader; cultural Materials with helps for use in teaching intermediate and advanced Hausa. Collected and edited by Charles H. Kraft. Berkeley: University of California Press, 1973. [PL8232.K72] [510 p]

Advanced Level Teaching Materials, cont.

Rattray, Robert Sutherland. Hausa Folk-lore, Customs, Proverbs, etc., collected and transliterated with English translation and notes. New York: Negro Universities Press, 1969. [PL8234.A2R3 1969] [2 v.]

Skinner, Neil. Hausa Readings: selections from Edgar's Tatsuniyoyi. Madison, WI: Dept. of African Languages and Literature, University of WI Press, 1968. [PL8232.E3] [278p]

Refresher-Maintenance Materials

none

Reference

Abraham, Roy Clive. An Introduction to Spoken Hausa and Hausa Reader for European Students. London: Published on behalf of the government of Nigeria by the Crown agents for the colonies, 1940. [PL8232.A2]

Abraham, Roy Clive. The Language of The Hausa People. London: University of London Press, 1959. [PL8232.A23]

Abraham, Roy Clive. A Modern Grammar of Spoken Hausa. London: Published on behalf of the government of Nigeria by the Crown agents for the colonies, 1941. [PL8232.A25]

Galadanci, Muhammad Kabir Mahmud. An Introduction to Hausa Grammar. Ikeja, Nigeria: Longman Nigeria, 1976. [PL8232.G3]

Hodge, Carleton Taylor. An Outline of Hausa Grammar. Philadelphia: The University of Pennsylvania [?], 1947. [PL8232.H6]

Howeidy, A. Concise Hausa Grammar. Wheatley, G. Ronald, 1953. [PL8232.H7]

Skinner, Neil. A Grammar of Hausa with Answers, for Nigerian Secondary Schools and Colleges. Zaria, Nigeria: No. Nigeria Pub. Co., 1982. [111p] [PL8232.S53 1982]

Smirnova, M.A. The Hausa Language. London/Boston: Routledge and Kegan Paul, 1982. [112p] [PL8232.S613 1982]

Taylor, Frank William. A Practical Hausa Grammar, 2nd ed. Oxford: The Clarendon Press, 1959. [PL8232.T3 1959] [157p]

Dictionaries

Abraham, Roy Clive. Dictionary of the Hausa Language. 2nd ed. London: University of London Press, 1962. [PL8233.A7 1962]

Bargery, George Percy. A Hausa-English Dictionary and English-Hausa Vocabulary, compiled for the government of Nigeria by the Rev. G.P. Bargery... with some notes on the Hausa people and their language by Prof. D. Westermann. London: Oxford University Press, H. Milford, 1934. [PL8233.B3]

Newman, Paul and Roxana Ma Newman. Sabon Kamus na Hausa Turanci. Ibadan: Oxford University Press, 1977. [PL8233.N48]

Robinson, Charles Henry. Dictionary of the Hausa Language: Vol. I, Hausa-English; Vol. II, English-Hausa. 4th ed. rev and enl. Cambridge: University Press, 1925. [PL8233.R6 1925]

Skinner, Neil. Kamus na Turanci da Hausa; babban ja-gora ga Turanci. Zaria: Gaskiya Corp., 1965. [PL8233.S5]

Electronic Materials

none

Materials Not Evaluated

Abraham, Roy Clive. The Principles of Hausa. Kaduna, Nigeria: The government Printer, 1934. [PL8232.A3]

Akamba, Bawah and A. Crakye Denteh. Spoken Hausa for Non-Hausa Beginners. Accr North, Ghana: Pointer, Ltd., 1974. [74p]

Kirk-Greene, A.H.M. A Working Introduction to The Study of Hausa and Major Languages of Northern Nigeria. Zaria, Nigeria: Ahmadu Bello University, Department of Languages, 1965.

Maxwell, J. Lowry and Eleanor M. Sorshey. You da Gobe: A Hausa Grammar for Beginners. Jos, Nigeria: Sudan Interior Mission, 1963. [192p]

Migeod, Frederick William Hugh. A Grammar of The Hausa Language. London: K. Paul, Trench, Trubner and Co, ltd., 1941. [PL8232.M43]

Materials Not Evaluated, cont.

Robinson, Charles Henry and Major J. Alder Burdon. Hausa Grammar, with exercises, readings, and vocabularies; 5th ed. (rev.) 13th impression. London: K. Paul, Trench, Trubner and Co., Ltd., 1942. [PL8232.R6 1942]

Schon, James F. Hausa Reading Book: with the rudiments of grammar and vocabularies, and traveller's vade mecum. London: Church Missionary House, 1877. [PL8232.S32] [103p]

Schon, James Frederick. Dictionary of the Hausa Language, with appendices of Hausa Literture. 1st ed. republished. London: Church Missionary House, 187[illegible] London: Farnborough, Gregg, 1968. [PL8233.S285 1968]

. Appendix to The Dictionary of The Hausa Language (published 1876). Hausa-English part, with additions of Hausa Literature. London: Church Missionary House, 1888. [PL8233.S28]

. Vocabulary of the Hausa Language. Part 1: English and Haussa. Part II: Haussa and English. And phrases, and specimens of translations. To which are prefixed, the grammatical elements of the Haussa Language. London: Printed for the Church Missionary Society, 1843. [PL African]

Seidel, August. Die Haussasprache. The Hausa Language. Grammatik (deutsch) und systematisch geordnetes Worterbuch: haussa-deutsch-franzosisch-englisch. Grammar (in English) and systematic vocabulary: Hausa-German-French-English. Heidelberg: J. Groos, 1906. [PL8232.S4]

Skinner, Neil. Hausa-English Pocket Dictionary. Zaria, 1968.

Basic Course Materials

Cowan, J. Ronayne and Russell G. Schuh.
Spoken Hausa. Ithaca, NY: Spoken
Language Services, Inc., 1976.

Specific language/dialect taught: Hausa, dialect not specified

Type of text: beginning course text

Publication information: originally printed by Spoken Language Services.

Intended users: beginning English-speaking university students

Format: book (with accompanying tapes)

Overall grammatical/pedagogical approach: audio-lingual

Presentation of language: transcription based on Hausa spelling system, with length and tone marked.

Physical quality of book: excellent

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
Annotated bibliography of books on Hausa (12 entries)
Instructions to the teacher (on audio-lingual techniques)
Phonology (descriptions, with "Sammies", of Hausa sounds)
25 units, each consisting of several dialogs with cultural notes, glossed vocabulary; comprehension practice (short passages to be listened to, with comprehension questions); presentation of grammar points, with extensive explanations; grammatical drills; various exercises and reviews.

Vocabulary areas covered: general cultural situations

General comments:

CPT page label: HAUCOWAA1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Course Book
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Joseph L. Applegate Date: 11/20/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Hausa
(text) Cowan & Schuh

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓				
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓				
Development of appropriate range of vocabulary		✓				
Presentation of cultural and functional information	✓					
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hausa
(lg)
Cowan & Schuh, Spoken Hausa
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: Materials are balanced in terms of socio-cultural materials and grammar. Inclusion of illustrations in the early sections contributes to quality of materials.

Evaluator: [signature] Date: Nov. 22, 1985

Y = yes; S = somewhat; N = no

Hodge, Carleton T. and Ibrahim Umaru.
Hausa Basic Course. Washington, D.C.:
Foreign Service Institute, Department
of State, 1963.

Specific language/dialect taught: Hausa, dialect not specified (Umaru's speech)

Type of text: beginning text

Publication information: out of print. LC No. PL8232.U6

Intended users: beginning students of Hausa

Format: book, with accompanying tapes

Overall grammatical/pedagogical approach: audio-lingual

Presentation of language: standard orthography, with length and tone markers added, with occasional transcriptions.

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

Introduction, explaining drilling techniques, use of the text
30 units, each consisting of Basic Sentences (usually a dialogue), with glosses of words, phrases, and the whole sentences; Grammar Notes (to be read outside class) including drills (done in class).
Appendices:
I: Supplementary Conversations, given in Hausa and idiomatic English translation
II: Selected Translations of Drill Sentences
Hausa-English Vocabulary

Vocabulary areas covered: general newcomer situations

General comments:

CPT page label: HAUHODGA1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Hodge: Basic Course
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	✓

Comments: Tapes of each unit have been prepared, but were not available for this evaluation.

Evaluator: JC Applegate Date: 10/26/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Lao
(lg)
[illegible]
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓					
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓					
Development of appropriate range of vocabulary	✓					
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hausa
(lg)
Hausa Basic Course
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			✓
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: JKlapplyatt Date: 10/26/85

Y = yes; S = somewhat; N = no

Kraft, Charles H. and A.H.M. Kirk-Greene. Teach Yourself Hausa. London, England: Teach Yourself Books, 1973. [PL8231.K7] [394pp]

Specific language/dialect taught: Hausa, Kano dialect

Type of text: beginning text

Publication information: [PL8231.K7] Library of Congress No.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: modified Hausa script

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
1. Introduction--Hausa language history; pronunciation.
2. Grammar--lessons on grammar points, with translation exercises, dialogues, grammar points illustrated with examples translated into English.
3. Reference--greetings, numbers, phrases needed for money, etc.; pronoun paradigms.
4. Supplementary materials--letter writing, proverbs, riddles, more conversations, more texts.
5. Appendices--Key to exercises; translations of dialogues and fables; Hausa-English and English-Hausa vocabularies, with grammar notes.

Vocabulary areas covered: wholly non-specific

General comments:

CPT page label: HAUKRAFH1

LARC staffer: BBR, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Kraft and Kirk Greene
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: _____ Date: _____

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Hausa
(lg)
Kraft and Kirk-Green
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓					
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓				
Development of appropriate range of vocabulary		✓				
Presentation of cultural and functional information						
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hausa
(lg)
Kraft and Kirk-Greene
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: The text is oriented toward translation and relies heavily on this activity. Sample dialogues are provided, but there is no provision for use of information from dialogues in creative communicative drills. Development of fluency in Hausa may be deterred by dependence on English

Evaluator: [illegible] Date: [illegible]

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Kraft, Charles H., and Marguerite G. Kraft. Introductory Hausa. Berkeley: University of California Press, 1973.

Specific language/dialect taught: Hausa, Kano dialect

Type of text: introductory course materials

Publication information: first published in 1966 in preliminary version. Copy at CAL.

Intended users: beginning English-speaking students

Format: book

Overall grammatical/pedagogical approach: audio-lingual

Presentation of language: Hausa alphabet, with vowel length and tone marked

Physical quality of book: excellent

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

Introduction: detailed discussion of language learning, use of the book, use of informant and teacher, references to other learning helps (reference grammars, etc.)

How To Use This Course: explanation of the sections of lessons and their pedagogical and cultural value

Hausa Pronunciation: description of the sound system, with minimal pair and minimal phrase exercises.

20 lessons: Lessons consist of a dialogue, presented sentence by sentence, with build-ups, all translated into idiomatic English; conversations reiterating the dialogue; notes on vocabulary, usage, and cultural information; grammar explanations; and drills on pronunication and grammar patterns.

Suggestions for testing - Lessons 15-20
Synopsis of Hausa Grammar
Glossary of Technical Terminology
Hausa-English, English-Hausa Vocabulary
Index of Hausa Names
Index of Grammar

Vocabulary areas covered: general newcomer situations, cultural topics

General comments: book designed for use with Hausa speaker or tapes

CPT page label: HAUKRAFG1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Kraft: Intro Hausa
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: JCLippincott Date: 10/24/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Greek
(lg)
[illegible]
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓					
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓					
Development of appropriate range of vocabulary	✓					
Presentation of cultural and functional information	✓					
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	✓		
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hausa
(lg)
Kraft, Intro Hausa
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level? Do the materials enable the student to develop coping skills to handle language material above their momentary level?			
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar? Are lessons in the materials organized around grammar to the exclusion of functions?			✓ ✓

Comments: In an appendix, an overview of Hausa structure is presented. This together with a glossary of linguistic terminology provides an excellent grammatical summary statement. The Hausa-English Glossary is presented with reference to lesson in which Hausa item is introduced. The Introduction includes notes on language learning and the Hausa language and the Guide gives information on the design of the materials.

Evaluator: [illegible] Date: 10/24/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Murphy, John D. An Inductive Reader of Newspaper Hausa, Vol. One. Bloomington, IN: Indiana University, 1968.

Specific language/dialect taught: written Hausa

Type of text: Specialized pedagogocal materials, reader

Publication information: no information on publication. Copy at Georgetown University Library, with call no. PL8234.I57, and note "241-383 Feb. 11, 1969 Indiana Univ. comp." Book refers to Vol. Two; note on cover states that Vol. Two was never completed.

Intended users: beginning English-speaking students of Hausa

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: newspaper articles in written Hausa; vocabulary, grammatical notes with markers indicating tone and vowel length

Physical quality of book: n/a. Original is photocopy of typewritten script.

Editorial quality of target language: very good

Editorial quality of English: excellent

Overall organization of text:
"25 newspaper selections, each accompanied by notes and a vocabulary, English translations of the selections and a general glossary containing all the words used in the Reader." Translations are semi-literal.

Vocabulary areas covered: vocabulary of political topics (ca. mid-sixties), both world (Eisenhower, Kruschev) and African and Nigerian concerns

General comments:

CPT page label: HAUMURPA1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Morning Newspaper Reader
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: JCLapolgate Date: 11/24/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Hausa
(lg)
Murphy: Newspaper Reader
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts					✓	
Presentation, explanation of basic grammatical structures					✓	
Development of accurate pronunciation			NA			
Development of automaticity, fluency						
Development of appropriate range of vocabulary					✓	
Presentation of cultural and functional information					✓	
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hausa
(lg)
Murphy. Newspaper Reader
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			✓
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			N/A
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: Volume 2 in which grammatical information was to be presented is not available for evaluation. However the text may be a useful reference item.

Evaluator: Kipplepate Date: 10/24/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HAUSA
Skinner, Beginners' Hausa

Skinner, Neil. Hausa for Beginners, 2nd ed. London: University of London Press, in association with Gaskiya Corporation, 1968.

Specific language/dialect taught: Hausa, Kano dialect.

Type of text: beginning text

Publication information: out of print. LC No. PL8232.S55 1968

Intended users: beginning English-speaking students of Hausa

Format: book

Overall grammatical/pedagogical approach: vaguely traditional

Presentation of language: in standard orthography, with tone markers added

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

Introduction, including guide to pronunication of othography.
21 chapters, each organized around a set of sentences (loose dialogues) or a reading, with English presented first, then the Hausa equivalent. Extensive notes on grammar and usage, keyed to the dialogue and reading sentences, are included. Vocabulary of the readings is glossed into English and explained.
Vocabulary (Hausa-English)

Vocabulary areas covered: general cultural topics

General comments:

CPT page label: HAUSKINB1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Japanese (lg)
Hiroshima for Beginners (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓	✓		
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: J. Applegate Date: Nov 22, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Hausa
(lg)
Hausa for Be-
Hausa: Grammar
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓				
Presentation, explanation of basic grammatical structures		✓				
Development of accurate pronunciation						
Development of automaticity, fluency						
Development of appropriate range of vocabulary		✓				
Presentation of cultural and functional information	✓					
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Ithuse
(lg)
Ithuse: Ithuse for Beginners
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: Applicate Date: Nov. 22 1985

Y = yes; S = somewhat; N = no

Skinner, Neil. Hausa Language Course.
Madison, WI: University of Wisconsin,
Department of African Languages and
Literature, 1973.

Specific language/dialect taught: Hausa

Type of text: basic level teaching material

Publication information: 4th ed. [PL8232.S56]

Intended users: English

Format: book with tapes

Overall grammatical/pedagogical approach: traditional

Presentation of language: standard orthography with length and tone markings

Physical quality of book: reproduction from typescript (good reproduction)

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[1251]
30 lessons, arranged as follows:
1. grammar presentation
2. vocabulary
3. Hausa sentences and English translations
4. practice sentences in Hausa (for translation into English, key appended)

Appendices: numerals; days of week, months, money, time; personal pronoun forms; verb patterns; a letter; parts of speech; books for further reading; answers--suggested translations--to practice sentences.

Vocabulary areas covered: general, communication and survival in newcomer situations.

General comments:

CPT page label: HAUSKINE1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Yakubu, Hausa Lang. Course
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: [illegible] Date: Nov. 22 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Hausa
(lg)
Meyer, Hausa Taaa Course
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓					
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓					
Development of appropriate range of vocabulary	✓					
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hausa
(lg)
Hausa, Hausa Beg Course
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: The materials are well organized and information about grammatical patterns is carefully presented. In the introduction reference is made to color slides; and if these are available as are the tapes, then the complete set of materials provides an excellent introductory course. Even without the slides the quality of the materials is high.

Evaluator: J. Kilpatrick Date: Nov. 22, 1985

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Turanci, Hanyar (author?) Key to Hausa: Beginner's Guide to Hausa and English. Zaria: Northern Nigerian Publishing Co., 1969.

Specific language/dialect taught: Hausa, dialect not specified

Type of text: phrasebook

Publication information: out of print. LC No. PL8231.K4

Intended users: beginning students of Hausa

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: in standard orthography

Physical quality of book: n/a

Editorial quality of target language: acceptable

Editorial quality of English: stilted

Overall organization of text:
Chapters of sentences on general topics, e.g. greetings, "A Stranger in Town", "Travelling by Train", etc. Questions and answers in English on the left page, Hausa equivalents on the right.

Vocabulary areas covered: general newcomer situations (vocabulary not isolated or overtly presented)

General comments:

CPT page label: HAUTURAA1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Parent: Hausa Key
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓	✓ ✓	
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: JKlapplyate Date: 10/24/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg)

(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓				
Presentation, explanation of basic grammatical structures			✓			
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓			
Development of appropriate range of vocabulary			✓			
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hausa
(lg)
Tuyance: Hausa Key
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			✓
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: No grammatical information is presented. Materials consist of dialogues each keyed to a specific social situation. Each sentence in dialogue is matched with an English equivalent. The author in an introductory note cautions the student about thinking in terms of translation. Materials have limited value as pedagogical materials.

Evaluator: [illegible] Date: 10/24/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Advanced Course Materials

Abraham, R.C. Hausa Literature and The Hausa Sound System. London: University of London Press, Ltd., 1959.

Specific language/dialect taught: Hausa, dialect not specified

Type of text: reader, reference grammar (on the sound system)

Publication information: out of print. LC No. PL8232.A118. Sample at CAL.

Intended users: students of Hausa (for the reader); linguists, students (for the sound system)

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: in Hausa script with vowel length and tone marked

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

Reader: 9 passages, with Hausa text on left-hand page, with literal English translation (with notes referring to Abraham's Grammar) on right-hand page. Texts are taken from a variety of written sources.

Sound System: Chapters describing Vowels; Fricatives; Palatalization and Labialization; Affricates; Nasals; Syllables; Sound Changes (synchronic); Tone; Plural Formation
Index of phonological segments, processes

Vocabulary areas covered: Hausa cultural phenomena, Islam

General comments: book intended "primarily to teach vocabulary"

CPT page label: HAUABRAC1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Alabama Literature and Sound System
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: J Applegate Date: 11/25

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

Hausa
(lg)
Abraham, Hausa Lit + sound system
(text)

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts					✓	
Presentation, explanation of advanced grammatical structures					✓	
Development of automaticity, fluency						✓
Development of extensive range of vocabulary						
Presentation of cultural and functional information				✓		
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect						✓
Development of competence in regional/ social dialects						✓

	Y	S	N
Do the materials consist of authentic texts?		✓	
Do the materials present a range of written genre?			✓
Are teaching suggestions or strategies to exploit the text included?			✓
Are the materials logically sequenced?		✓	
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?		✓	
Are the materials adaptable to differing student backgrounds and interests?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Hausa
(lg)
Abraham: Hausa Lit.
(text)

Do the materials prepare students for self-learning after the course is over?

Y	S	N
	✓	

Comments: The section on phonology is good. The texts themselves contain useful information about culture and social customs. Although the materials cover a range of topics, the style is basically that of ethnographic presentation. Grammatical explanations are included only through reference notes to Abraham's Grammar. The effectiveness of such oriented notes questionable

Evaluator: [signature]

BEST COPY AVAILABLE

Y = yes; S = somewhat; N = no

Ahmed, Umaru and Bello Daura. An Introduction to Classical Hausa and The Major Dialects. Zaria, Nigeria: Northern Nigeria Publishing Co., 1970. [136pp]

Specific language/dialect taught: Hausa, classical and various dialects

Type of text: advanced level teaching materials

Publication information: [PL8231.A35], Library of Congress No.

Intended users: English-speaking advanced students of Hausa.

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: standard Hausa spelling

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
Preface
Introduction--discussion of the influence of Arabic, other African languages on Hausa.
Part I Classical Hausa (i.e., Arabic-influenced Hausa)
1. Prose extracts, poems and plays (all with grammar and cultural notes, no translations or comments on style).

Part II Major dialects: standard Hausa; Kano dialect versions with notes Katsina; Sakkwato; Daura; Zazzaga; Banchi; and Hadejia.

Appendices: bibliography; word list of Arabic sources, by chapter, with Arabic, Hausa and English entries.

Vocabulary areas covered: non=specific

General comments:

CPT page label: HAUAHMEA1
LARC staffer: BBr, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

_____ (lg)

_____ (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓		
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: JK Lippincott Date: 10/29/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

(lg) _____

(text) _____

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts				✓		
Presentation, explanation of advanced grammatical structures						✓
Development of automaticity, fluency						✓
Development of extensive range of vocabulary						✓
Presentation of cultural and functional information					✓	
Development of advanced reading skills					✓	
Development of competence in various styles in the standard dialect					✓	
Development of competence in regional/ social dialects					✓	

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?	✓		
Are teaching suggestions or strategies to exploit the text included?			✓
Are the materials logically sequenced?			✓
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Hausa
(lg)
Ahmed: Classical Hausa
(text)

Do the materials prepare students for self-learning after the course is over?	Y	S	N
			✓

Comments: Work is intended only for development of skills necessary for reading 'Classical Hausa'

Evaluator: JMLippolyte

Y = yes; S = somewhat; N = no

Bagari, Dauda M., William R. Leben, and Faye McNair Knox. Manual of Hausa Idioms. Palo Alto, CA: Stanford University NDEA Center for African Language and Area Studies, 1976.

Specific language/dialect taught: Hausa, dialect not specified

Type of text: reader, vocabulary study

Publication information: out of print. Written under Dept. of Ed. contract. LC No. PL8232.B3

Intended users: intermediate and advanced Hausa students

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: (not specified) presumably standard orthography, with length and tone markers inked in

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

Introduction
22 lessons, each (with some exceptions) consisting of a reading passage (with idioms to be studied underlined, and with some vocabulary glossed into English at the side; discussion questions; a list of idioms, with literal translation and idiomatic translation and explanation; exercises on the idioms; some grammar points, with drills on the grammar points.
Appendix A: Person-Aspect Markers
Appendix B: The Grade System of the Hausa Verb
Index of Idioms

Vocabulary areas covered: general cultural focus

General comments:

CPT page label: HAUBAGAA1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Bryan: Hausa Stories
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: JKlapholz Date: 10/24/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

Hausa
(lg)
Bagari Hausa Stories
(text)

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts	✓					
Presentation, explanation of advanced grammatical structures	✓					
Development of automaticity, fluency		✓				
Development of extensive range of vocabulary	✓					
Presentation of cultural and functional information	✓					
Development of advanced reading skills						
Development of competence in various styles in the standard dialect						
Development of competence in regional/ social dialects						

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?		✓	
Are teaching suggestions or strategies to exploit the text included?	✓		
Are the materials logically sequenced?	✓		
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

(lg)

(text)

Do the materials prepare students for self-learning after the course is over?

Y	S	N
✓		

Comments: Materials may be considered useful supplementary material for advanced students. Index of phrases is indexed to indicate first occurrence. General cultural information is the theme around which individual units are constructed. Grammatical notes are also supplementary.

Evaluator:

Y = yes; S = somewhat; N = no

Kraft, Charles H. A Hausa Reader: Cultural Materials with Helps for Use in Teaching Intermediate and Advanced Hausa. Berkeley: University of California Press, 1973. 500 p.

Specific language/dialect taught: Hausa, various written sources

Type of text: reader

Publication information: first published in 1966 as Cultural Materials... with accompanying workbook. 1985 price $15.00. Copy at CAL.

Intended users: "intermediate" and "advanced" students of Hausa

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: in standard orthography, with vowel length and tone marked

Physical quality of book: excellent

Editorial quality of target language: excellent

Editorial quality of English: excellent (English only in introduction)

Overall organization of text:

20 reading selections, arranged roughly by length and order of difficulty. (after first seven selections,"easy" and "hard" passages are interspersed). Selections are from a variety of printed sources, e.g. folktales, Ministry of Information publications, etc. Selections are presented in Hausa, notes and teaching suggestions following the presentation of selections (the original workbook).

Vocabulary areas covered: general cultural topics

General comments: book is intended for use with a linguist-teacher and a Hausa teacher/informant

CPT page label: HAUKRAFF1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Kraft: Hausa Reader
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: J. Applegate Date: 10/24/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

Hausa
(lg)
Kraft: Hausa Reader
(text)

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in a variety of contexts	✓			✓		
Presentation, explanation of advanced grammatical structures	✓			✓		
Development of automaticity, fluency		✓		✓		
Development of extensive range of vocabulary		✓		✓		
Presentation of cultural and functional information		✓		✓		
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect		✓		✓		
Development of competence in regional/ social dialects			✓		✓	

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?	✓		
Are teaching suggestions or strategies to exploit the text included?	✓		
Are the materials logically sequenced?		✓	
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Hausa
(lg)
Knight: Hausa Reader
(text)

Do the materials prepare students for self-learning after the course is over?	Y	S	N
		✓	

Comments: _____

Evaluator: JC Clapplegate

Y = yes; S = somewhat; N = no

Kirk-Greene, A. H. M., and Yahaya Aliyu.
A Modern Hausa Reader. New York: David
McKay Co., Inc., 1967

Specific language/dialect taught: "modern" Hausa, i.e. Hausa as it is used in printed sources in the 1960's

Type of text: reader

Publication information: out of print. LC No. PL8232.K5 1967b. Sample at CAL.

Intended users: English-speaking students of Hausa

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: Hausa script

Physical quality of book: n/a

Editorial quality of target language: authentic

Editorial quality of English: excellent

Overall organization of text:

Foreword, Introduction: discussing "modern" aspects of Hausa

Part 1: Public speeches: seven texts, with numerous grammatical, cultural and semantic notes, on elections, official governmental issues, ceremonial affairs;

Part 2: Newspaper articles: eight passages, with notes, on a range of topics from the opening of a luxury hotel to an essay on democracy;

Part 3: Official reports and publication: government documents, a passage from an adult education reader, excerpt from official biography, etc.

Appendices:
- Rules for Hausa Orthography
- Spelling of foreign words
- Cinema advertisements in a Hausa city
- A passage in ultra-modern Hausa (no notes)

Vocabulary areas covered: everyday topics of modern life

General comments:

CPT page label: HAUKIRKA1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hansen
(lg)
Kirk · Greene · Trad. Hausa Reader
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: [illegible] Date: 10/24/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

(lg) Farsi

(text) Let's Learn Persian Reader

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts				✓		
Presentation, explanation of advanced grammatical structures				✓		
Development of automaticity, fluency						
Development of extensive range of vocabulary				✓		
Presentation of cultural and functional information					✓	
Development of advanced reading skills					✓	
Development of competence in various styles in the standard dialect					✓	
Development of competence in regional/ social dialects						✓

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?	✓		
Are teaching suggestions or strategies to exploit the text included?			✓
Are the materials logically sequenced?		✓	
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Hausa
(lg)
Kirk-Greene: Mod. Hausa Reader
(text)

Do the materials prepare students for self-learning after the course is over?	Y	S	N
			✓

Comments: _____

Evaluator: _____

Y = yes; S = somewhat; N = no

Rattray, Robert Sutherland. Hausa Folk-lore, Customs, Proverbs, etc., collected and transliterated with English translation and notes. New York, NY: Negro Universities Press, 1969.

Specific language/dialect taught: Hausa, Kano dialect

Type of text: reader

Publication information: Out of print; originally published 1913. [PL8234.A2R3 1969], Library of Congress no.

Intended users: area studies people

Format: two books

Overall grammatical/pedagogical approach: none

Presentation of language: in Arabic, with transliteration

Physical quality of book: n/a

Editorial quality of target language: authentic

Editorial quality of English: lovely!

Overall organization of text:
Vol 1: Preface; author's note; alphabet (description of Arabic alphabet letters, with initial, medial and final forms; Hausa pronunciation, Hausa names and translations of Hausa names.
Part I History of the Hausa and their conversion.
Part II Stories in which people are the heroes and heroines; 21 folktales. All texts are in Arabic script (handwritten) on the right page, with transliteration and literal translation on the left. The author of the passages was/is a Hausa malam (educated holy man).

Vol. 2:
Part III Animal stories (nine passages).
Part IV Customs (13 passages) and arts (3).
Part V Proverbs.
Part VI Notes on passages—mostly grammar comments.

Vocabulary areas covered: folk material

General comments: Charming.

CPT page label: HAURATTA1
LARC staffer: BBR, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Kathryn: Folklore
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: [illegible] Date: 10/26/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

(lg) Hausa
(text) Rattray: Hausa [illegible]

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts						
Presentation, explanation of advanced grammatical structures						
Development of automaticity, fluency						
Development of extensive range of vocabulary						
Presentation of cultural and functional information				✓		
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect				✓		
Development of competence in regional/ social dialects						✓

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?			
Are teaching suggestions or strategies to exploit the text included?			✓
Are the materials logically sequenced?			
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Hausa
(lg)
[illegible]
(text)

Do the materials prepare students for self-learning after the course is over?

Y	S	N
✓		

Comments: The texts are oral literature presented in Arabic transcription, Roman transliteration, English translation. Materials include a variety of didactic texts as well as proverbs, fables, and historical texts.

Evaluator: [illegible]

Y = yes; S = somewhat; N = no

Skinner, Neil. Hausa Readings: Selections from Edgar's Tatsuniyoyi. Madison, WI: University of Wisconsin Press, 1968.

Specific language/dialect taught: Hausa oral literature

Type of text: Specialized pedagogical texts - reader

Publication information: Selections from Frank Edgar's Litafi na Tatsuniyoyi na Hausa, published between 1910 and 1913. Out of print. LC No.

Intended users: "intermediate" students

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Hausa orthography as used by the Gaskiya Corporation, with some changes, and with transcription of some items; some selections also given in Arabic script

Physical quality of book: n/a

Editorial quality of target language:

Editorial quality of English: excellent

Overall organization of text:

Introduction, including discussion of the original source of the folktales, the rationale for choice of selections, the language and style, the dialects, and the script and othography;

Table showing differences between Kano and western dialects

23 selections of folk stories, etc., with notes in English (including notes on grammatical features occurring in the stories), then the selection in Hausa orthography, then notes pointing out grammatical and dialectal features.

Note on the Arabic script used in:

9 selections, with notes in English, the text in Hausa orthography, with notes on grammatical and dialectal features, then the text in Arabic script.

Vocabulary areas covered: folklore

General comments: lovely book!

CPT page label: HAUSKINA1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hansen
(lg) Skinner Hansen Richins
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: _____ Date: 10/24/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

Hausa
(lg)
Hausa Reading: Skinner
(text)

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts		✓				
Presentation, explanation of advanced grammatical structures	✓					
Development of automaticity, fluency		✓				
Development of extensive range of vocabulary		✓				
Presentation of cultural and functional information		✓				
Development of advanced reading skills						
Development of competence in various styles in the standard dialect	✓					
Development of competence in regional/ social dialects						

	Y	S	N	
Do the materials consist of authentic texts?	✓			
Do the materials present a range of written genre?		✓		
Are teaching suggestions or strategies to exploit the text included?			✓	
Are the materials logically sequenced?				NA
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?		✓		
Are the materials adaptable to differing student backgrounds and interests?		✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Hauson
(lg)
Skinner: Hauson Closings
(text)

	Y	S	N
Do the materials prepare students for self-learning after the course is over?			✓

Comments: _____

Evaluator: _____

Y = yes; S = somewhat; N = no

Refresher-Maintenance Materials

Reference Materials

Abraham, R. C. An Introduction to Spoken Hausa and Hausa Reader for European Students. Hertford: Stephen Austin and Sons, Ltd., 1940.

Specific language/dialect taught: Kano dialect of Hausa

Type of text: reference grammar, reader

Publication information: out of print. LC No. PL8232.A2.

Intended users: beginning students of Hausa

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: in transcription, "script of the International Institute of African Languages and Cultures"

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:

Introduction:
35 short chapters, each presenting a grammatical point illustrated with example sentences glossed into English

Reader:
8 lengthy passages taken from publications of the Literature Bureau, with literal translations into English and references to the relevant grammar points in the Introduction, or in the author's Modern Grammar. Passages are on cultural topics, e.g. education, geography, etc.

Vocabulary areas covered: not overtly taught; general cultural topics.

General comments:

CPT page label: HAUABRAA1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Abraham - Intro and Reader
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: JKlapplinger Date: 11/24/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg)

(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation	✓		
b. grammatical approach	✓		
c. state of knowledge of the language	✓		
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			✓
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference		✓	
c. linguistic study		✓	
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)	✓		
Are examples/texts			
a. literary quotations	✓		
b. quotations from oral sources	✓		
c. invented for purposes of discussion			

Evaluator: _____ Date: _____

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

	Y	S	N
Are examples/texts translated into English?			
a. literal translations?	✓		
b. idiomatic translations?			✓
	✓		

Comments:

Y = yes; S = somewhat; N = no

Abraham, R. C. A Modern Grammar of Spoken Hausa. London: Lowe and Brydone Printers Ltd., 1941.

Specific language/dialect taught: Kano dialect of Hausa

Type of text: reference grammar

Publication information: Reprinted in 1944. Out of print. LC No. PL8232.A25. It and the author's Introduction were reprinted as The Language of the Hausa People in 1959.

Intended users: intermediate students of Hausa

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: in standard orthography, and in transcription, the script of the International Institute of African Languages and Cultures

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:

36 chapters on grammatical points. The point is presented, then exemplified with words and phrases, each glossed into English. Examples are presented in standard orthography followed by transcription.

Appendices:

I: Grammar Additional to the Text (addenda to particular chapters)
II: The Tonal and Stress System (discussion of tone in general, and Hausa tones in particular)
III: Proper Names (explanation of the naming system)
IV: Table of the Verbs (paradigms)

Vocabulary areas covered: non-specific

General comments:

CPT page label: HAUABRAB1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Abraham: Hausa Modern Grammar
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: [illegible] Date: 10/26/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Hausa
(lg)
Abraham: Modern Grammar of Hausa
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation	✓		
b. grammatical approach	✓		
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration		—	
c. in phonetic transcription		—	
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference		✓	
c. linguistic study			✓
Do the materials purport to describe the entire language?		✓	
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			✓
c. invented for purposes of discussion	✓		

Evaluator: Klopprich Date: 10/26/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

~~Gibbston~~ Stuver

Abraham Hausa Modern Grammar

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

	Y	S	N
a.	✓		
			✓
b.	✓		

Comments: Current use is chiefly as a reference work.

Y = yes; S = somewhat; N = no

Abraham, Roy Clive. The Language of The Hausa People. London, England: University of London Press, 1959.

Specific language/dialect taught: Hausa, dialect not specified

Type of text: reference, grammar

Publication information: out of print; [PL8232.A23]

Intended users: linguists, students of Hausa

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: modified Hausa spelling showing length and tone

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:

Part I: Basic Grammar

1. sounds (examples in modified Hausa spelling)
2. noun (example in Hausa spelling, with modification [tone and length] re-written in parentheses.)
3. "of" genitive
4. Tenses, Negative, "is" "in" "as to"

Other parts of speech, numerals, some complex sentences, simple sentence construction.

Part II: Mon adv grammar, to be used with author's Hausa Literature.

Appendices: Tonal and stress system; proper names and verb tables.
Index (grammatical terms, English function words).

Vocabulary areas covered: n/a

General Comments:

CPT page label: HAUABRAE1

LARC Staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Abraham Living of Hausa People
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: _____ Date: 10/24/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Hausa
(lg)
Abrahm Law of the Hausa People
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation	✓		
b. grammatical approach	✓		
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration	✓		
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference			✓
c. linguistic study			✓
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. invented for purposes of discussion	✓		

Evaluator: [illegible] Date: 12/2/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Hausa

Alaska Language House Project

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	x		
b. idiomatic translations?	x		

Comments:

Y = yes; S = somewhat; N = no

Galadanci, Muhammad Kabir Mahmud.
An Introduction to Hausa Grammar.
Ikeja, Nigeria: Longman Nigeria,
1976.

Specific language/dialect taught: Hausa, dialect not specified

Type of text: reference, grammar

Publication information: [PL8232.G3], Library of Congress no.

Intended users: linguists, Hausa students

Format: book

Overall grammatical/pedagogical approach: generative

Presentation of language: standard Hausa spelling

Physical quality of book: n/a

Editorial quality of target language: very good

Editorial quality of English: non-native, but excellent

Overall organization of text:
1. Hausa sentence:
2. Noun phrases:
3. noun phrase constituents:
4. adverb elements in noun phrases:
5. individual items in noun phrases:
6. gender:
7. verb phrases:
8. sentences:
9. alt. analysis:
10. Hausa orthography (rules).

Vocabulary areas covered: n/a

General comments: not useful to the non-speaker of Hausa, or to those unfamiliar with generative grammar.

CPT page label: HAUGALAAL

LARC staffer: BBR, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Colloquial Hausa Intro
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: [illegible] Date: 12/30/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) _____

(text) _____

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?			✓
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			✓
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference		✓	
c. linguistic study	✓		
Do the materials purport to describe the entire language?			
Are the materials aimed at the English speaker?		✓	
Are the materials			
a. indexed			✓
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)		✓	
b. texts (paragraphs, passages, etc)	✓		
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. invented for purposes of discussion		✓	

Evaluator: [illegible] Date: 11/24/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Hausa

Evaluator: Hausa Intro.

	Y	S	N
Are examples/texts translated into English?			✓
a. literal translations?			✓
b. idiomatic translations?			✓

Comments:

Y = yes; S = somewhat; N = no

Hodge, Carleton T. An Outline of Hausa Grammar. (Language Dissertation No. 41). Baltimore, MD: Linguistic Society of America, 1947.

Specific language/dialect taught: Hausa, mainly Katsina dialect

Type of text: Reference, linguistic grammar

Publication information: out of print; [PL8232.H6]

Intended users: linguistic specialists

Format: reprint of a Ph.D. dissertation

Overall grammatical/pedagogical approach: structural

Presentation of language: phonemic transcription

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[61pp]
Four chapters outline phonology, morphophonemics, and morphology of the verb and noun. Includes examples. Bibliography.

Vocabulary areas covered: wholly non-specific

General comments:

CPT page label: HAUHODGB1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) _____

(text) _____

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: [illegible] Date: 10/29/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Hausa
(text) Hodge. Hausa Grammar

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach		✓	
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?			✓
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script			
b. in romanization/transliteration phonemic	✓		
c. in phonetic transcription			
Original intention of the materials:			
a. teaching materials			
b. pedagogical reference			
c. linguistic study	✓		
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources	✓		
c. invented for purposes of discussion			✓

Evaluator: [illegible] Date: 11/29/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Hausa
Hodge: Hausa Grammar

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

Y	S	N
✓		
	✓	✓
✓		

Comments: Useful in history of development of structural linguistics.

Y = yes; S = somewhat; N = no

Howeidy, A. Concise Hausa Grammar.
Oxford, England: George Ronald, 1953.

Specific language/dialect taught: Hausa, "standard"

Type of text: Reference, grammar

Publication information: out of print; [PL8232.H7]

Intended users: Hausa and English speakers

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: pre-standard (pre-1970) roman orthography

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: very good

Overall organization of text:
[xii, 232pp]
12 chapters in which grammar is presented in traditional terms, with numerous examples. Two-way translation exercises. Key to the exercises is appended. Hausa-English vocabulary.

Vocabulary areas covered: wholly non-specific; illustrates grammatical points.

General comments:

CPT page label: HAUHOWEA1

LARC staffer: MCF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hmwk
(lg)
Hrwrdy: Concise Grammar ✓
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: MRapoport Date: 10/24/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Hausa

(text) Howidy. Concise Grammar

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation	✓		
b. grammatical approach	✓		
c. state of knowledge of the language	✓		
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students			✓
b. advanced students	✓		
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script			✓
b. in romanization/transliteration	✓		
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference		✓	
c. linguistic study		✓	
Do the materials purport to describe the entire language?		✓	
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. invented for purposes of discussion		✓	

Evaluator: [illegible] Date: 10/26/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Howeidy Concise Grammar
Hausa

Are examples/texts translated into English?

a. literal translations?
b. idiomatic translations?

	Y	S	N
a.	✓		
b.			✓
	✓		

Comments: _____

Y = yes; S = somewhat; N = no

Skinner, N. A Grammar of Hausa; For Nigerian Secondary Schools and Colleges. Zaria, Nigeria: Northern Nigeria Publishing Co., Ltd., 1977.

Specific language/dialect taught: Hausa, Kano dialect

Type of text: Reference, grammar

Publication information: [PL 8232.S53 1982]

Intended users: Hausa-speaking secondary school and college students

Format: book

Overall grammatical/pedagogical approach: generative/transformational

Presentation of language: standard, "Gaskiya" orthography

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: very good

Overall organization of text:
[vii, 109pp]
29 chapters deal with phonology, morphology and syntax. Each chapter includes exercises. Key to the exercises appended.

Vocabulary areas covered: wholly non-specific

General comments:

CPT page label: HAUSKINC1

LARC staffer: MCF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Skinner: Hausa Grammar
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: _____ Date: _____

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Hausa
(lg)
Skinner Hausa Grammar
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students			✓
b. advanced students	✓		
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			✓
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference	✓		
c. linguistic study	✓		
Do the materials purport to describe the entire language?	✓		
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			✓
c. invented for purposes of discussion	✓		

Evaluator: Kipplyth Date: 10/26/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Hausa

Steiner: Hausa Grammar

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

Y	S	N
		✓

Comments: The book is designed as an introduction to language study and linguistics for students who know Hausa as a first language with English as a second language. The materials are arranged/presented with attention to structural linguistics. It is possible that speakers of first languages other than Hausa can use the materials, but only with advanced prior knowledge of Hausa.

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Smirnova, M.S. The Hausa Language: A Descriptive Grammar. Translated by G. L. Campbell. Languages of Asia and Africa Series, Vol. 5. London: Routledge and Kegan Paul, 1982. 112 pp.

Specific language/dialect taught: Hausa, dialect not specified

Type of text: reference grammar

Publication information: First published in Russian in 1960. Copy at CAL. 1985 price: $13.95.

Intended users: linguists

Format: book

Overall grammatical/pedagogical approach: structural, with some discussion of processes

Presentation of language: phonetic transcription in discussion of phonology; Hausa alphabet otherwise

Physical quality of book: excellent

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

Introduction: external history of Hausa
Phonetics: presentation of sound system, based on other descriptions; apparently no primary sources were used
Vocabulary and word formation: parts of speech, borrowings, morphophonemics
Syntax: word order, brief mention of complex, compound sentence structure
Texts: two paragraphs, from different written sources, in Hausa alphabet, with idiomatic English translations
Glossary of words in texts, with translations and grammar notes
Bibliography

Vocabulary areas covered: n/a

General comments: presentation is too brief to be useful

CPT page label: HAUSMIRA1

LARC Staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hmua
(lg)
Intermed. Hmua Grammar
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: H Clyfford Date: 10/24/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Hausa
(lg)
Spurgin: Hausa Grammar
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students			✓
b. advanced students	✓		
c. teachers/materials developers only			
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			✓
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference	✓		
c. linguistic study	✓		
Do the materials purport to describe the entire language?		✓	
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)	✓		
Are examples/texts			
a. literary quotations	✓		
b. quotations from oral sources		✓	
c. invented for purposes of discussion	✓		

Evaluator: JC Chappelow Date: 10/24/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Lessons
Hausa Grammar

	Y	S	N
Are examples/texts translated into English?			
a. literal translations?	✓		
b. idiomatic translations?			✓
	✓		

Comments:

Y = yes; S = somewhat; N = no

Taylor, F.W. A Practical Hausa Grammar. 2nd ed. Oxford, England: Clarendon Press, 1959.

Specific language/dialect taught: Hausa, dialect not specified

Type of text: Reference, grammar

Publication information: First published 1923. [PL8232.T3 1959]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: modified phonetic transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: very good

Overall organization of text:
[xix, 157pp]
Introductory section on letters and sounds.
15 lessons include: (1) grammar explained in traditional terms with numerous examples; (2) vocabulary; (3) translation exercises. Lesson 16 includes notes on the Sokoko dialect.

Hausa-English, English-Hausa vocabularies.

Vocabulary areas covered: non-specific

General comments:

CPT page label: HAUTAYLA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Taylor: Practical Hausa Grammar
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: J Copplestone Date: 10/26/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Hausa
(lg)
Taylor: Practical Hausa Grammar
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation	✓		
b. grammatical approach	✓		
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only			✓
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script			✓
b. in romanization/transliteration		✓	
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference		✓	
c. linguistic study			✓
Do the materials purport to describe the entire language?		✓	
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)	✓		
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			✓
c. invented for purposes of discussion	✓		

Evaluator: [signature] Date: 10/26/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	✓		
b. idiomatic translations?			✓
	✓		

Comments:

Y = yes; S = somewhat; N = no

Dictionaries

Abraham, R.C. Dictionary of the Hausa Language. London: University of London Press, Ltd., 1962.

Specific language/dialect taught: Hausa, dialect not specified

Type of text: dictionary

Publication information: out of print. First edition published in 1946. LC No. PL8233.A7 1962. Sample at CAL.

Intended users: English-speaking students of Hausa

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: in Hausa script, with vowel length and tone marked

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

Plan of the Dictionary: explanation of entry structure and included information, abbreviations

Verb Table Referred to by Index Numbers in the Dictionary: paradigms showing regular and irregular forms, keyed to entries

Entries: words listed in alphabetical order, with English glosses, grammatical information, illustrative phrases with English translations. (Ca. 34,500 entries)

Vocabulary areas covered: n/a

General comments: Generally referred to as one of the classic excellent dictionaries of Hausa.

CPT page label: HAUABRAD1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Abraham . Hausa Dict
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: _____ Date: 11/24/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Hausa
(lg)
Abraham: Hausa Dict
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		✓	
b. grammatical approach		✓	
c. state of knowledge of the language		✓	
d. use of accepted modern standard script, orthography		✓	
Included in entries:			
a. etymologies			✓
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations			
e. phonetic transcriptions of pronunciation			
f. grammatical information	✓		
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries		✓	
k. information on style levels			✓
l. information on regional, dialectal variation	✓		
m. warnings about language learner errors	✓		
n. cultural information	✓		
Are examples			
a. literary quotations		✓	
b. quotations from oral sources	✓		
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?	✓		
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?		✓	

Evaluator: JClapham Date: 10/24/85

Y = yes; S = somewhat; N = no

Bargery, George Percy. A Hausa-English Dictionary and English-Hausa Vocabulary. London, England: Oxford University Press, 1934. [PL8233.B3]

Specific language/dialect taught: Hausa, many dialects

Type of text: Reference, dictionary

Publication information: out of print. [PL8233.B3], Library of Congress no.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: in recommended Roman script (pre-standard)

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
Introduction
1. Orthography (with dialect notes)
2. dialects (description of differences)
3. tone (description with ample examples)
4. class of verbs
5. verb paradigms
6. abbreviations used
7. explanation of brackets, numbers.

Corrections
Hausa-English: approx. 41,000 entries. Head word, transcription; word class; dialect indicator; equivalents or explanations in English with illustrative phrases and sentences translated into English. Cross-references to other entries.

English-Hausa: approx 4200 English words with Hausa equivalents.

Vocabulary areas covered: n/a

General comments: considered classic

CPT page label: HAUBARGA1

LARC staffer: BBR, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Bargery: Dict.
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: JKLippolyst Date: 10/29/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Hausa
(lg)
Bargery: Dictionary
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		✓	
b. grammatical approach		✓	
c. state of knowledge of the language		✓	
d. use of accepted modern standard script, orthography		✓	
Included in entries:			
a. etymologies			✓
b. definitions/explanations		✓	
c. translation equivalents	✓		
d. transliterations	✓		
e. phonetic transcriptions of pronunciation		✓	
f. grammatical information	✓		
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries	✓		
k. information on style levels			✓
l. information on regional, dialectal variation	✓		
m. warnings about language learner errors			✓
n. cultural information	✓		
Are examples			
a. literary quotations			✓
b. quotations from oral sources	✓		
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?	✓		
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?			✓

Evaluator: [illegible] Date: 10/29/85

Y = yes; S = somewhat; N = no

Newman, Paul and Roxana Ma Newman.
Sabon Kamus na Hausa Turanci. Ibadan,
Nigeria: Oxford University Press,
1977.

Specific language/dialect taught: Hausa, dialect not specified

Type of text: Reference, dictionary

Publication information: Out of print; [PL8233.N48], Library of Congress no.

Intended users: primarily intended for Hausa speakers, but suitable for use as well by English speakers.

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: standard Hausa, with length, tone and /r/ marked

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
Preface in English and Hausa.
Guide to dictionary in English.
Abbreviations, signs, symbols.

Approximately 6300 Hausa entries in modern orthography; word class; equivalent of explanation in English. Some expressions translated into English.

Vocabulary areas covered: n/a

General comments: Deliberate limitation of vocabulary to most useful.

CPT page label: HAUNEWMA1

LARC staffer: BBR, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hamas
(lg)
Newman: H-E Dict
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: JHCypley Date: 10/29/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Hausa
(lg)
Newman' Mod. Hausa Kirji
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations			
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation			✓
f. grammatical information	✓		
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries	✓		
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			
Are examples			
a. literary quotations			
b. quotations from oral sources			
c. contrived for purposes of discussion			
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?			✓
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: [illegible] Date: 10/24/85

Y = yes; S = somewhat; N = no

Robinson, Charles Henry. Dictionary of The Hausa Language: Vol. 1, Hausa-English; Vol. 2, English-Hausa. 4th ed. rev. and enl. Cambridge, University Press, 1925.

Specific language/dialect taught: Hausa, "colloquial", various dialects

Type of text: reference, dictionary

Publication information: out of print; [PL8233.R6 1925], Library of Congress no. First published 1899.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: transliteration of Arabic according to Nigerian government system. No tones.

Physical quality of book: n/a

Editorial quality of target language: very good

Editorial quality of English: excellent

Overall organization of text:
Vol. 1: Guide to the dictionary.
Abbreviations.
Approx. 9500 Hausa entries, with English equivalent or explanation; some indication of borrowings; grammatical information.

Vol 2: Approx. 4500 English entries, with word class and Hausa equivalent. Some phrases, translated into Hausa.

Vocabulary areas covered: n/a

General comments:

CPT page label: HAUROBIA1

LARC staffer: BBR, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

_____ (lg)

_____ (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: JC Applegate Date: 10/26/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Chinese
(lg)

[illegible]
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary	✓		
b. grammatical approach	✓		
c. state of knowledge of the language	✓		
d. use of accepted modern standard script, orthography	✓		
Included in entries:			
a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents	✓		
d. transliterations		✓	
e. phonetic transcriptions of pronunciation			✓
f. grammatical information	✓		
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries			✓
k. information on style levels			✓
l. information on regional, dialectal variation	✓		
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations		✓	
b. quotations from oral sources		✓	
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			
Does the dictionary approach full coverage of the vocabulary of the language?		✓	
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?			✓

Evaluator: [illegible] Date: 11/26/85

Y = yes; S = somewhat; N = no

Skinner, Neil. Kamus na Turanci da Hausa; babban ja-gora ga Turanci. Zaria: Gaskiya Corporation, 1965.

Specific language/dialect taught: Hausa, written

Type of text: Reference, dictionary

Publication information: out of print; [PL8233.S5]

Intended users: Hausa speakers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: standard English, standard Hausa

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: good

Overall organization of text:
Preface in Hausa on English suffixes. Approximately 11,400 English entries with Hausa equivalent or explanation. Phonetic transcription of Hausa word. English phrases, some with Hausa translations.

Vocabulary areas covered: n/a

General comments:

CPT Page Label: HAUSKIND1

LARC Staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hausa
(lg)
Skinner: Kamus/English-Hausa Dict.
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?				
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: Although the work is intended for speakers of English, successful use of the material requires advanced prior knowledge of Hausa.

Evaluator: J. Applegate Date: 10/26/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

~~Hausa~~ Hausa
(lg)
~~Skinner~~: Eng Hausa Dict
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			
c. state of knowledge of the language			
d. use of accepted modern standard script, orthography			
Included in entries:			
a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents	✓		
d. transliterations			
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information			✓
g. examples			✓
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries			✓
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			~
Are examples			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. contrived for purposes of discussion	✓		
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?			✓
Can the dictionary be used by beginning students of the language?			✓

Evaluator: ~~JRC~~ JRCopplestone Date: 10/26/85

Y = yes; S = somewhat; N = no

Electronic Materials